DOCUMENT RESUME

ED 416 219 TM 028 071

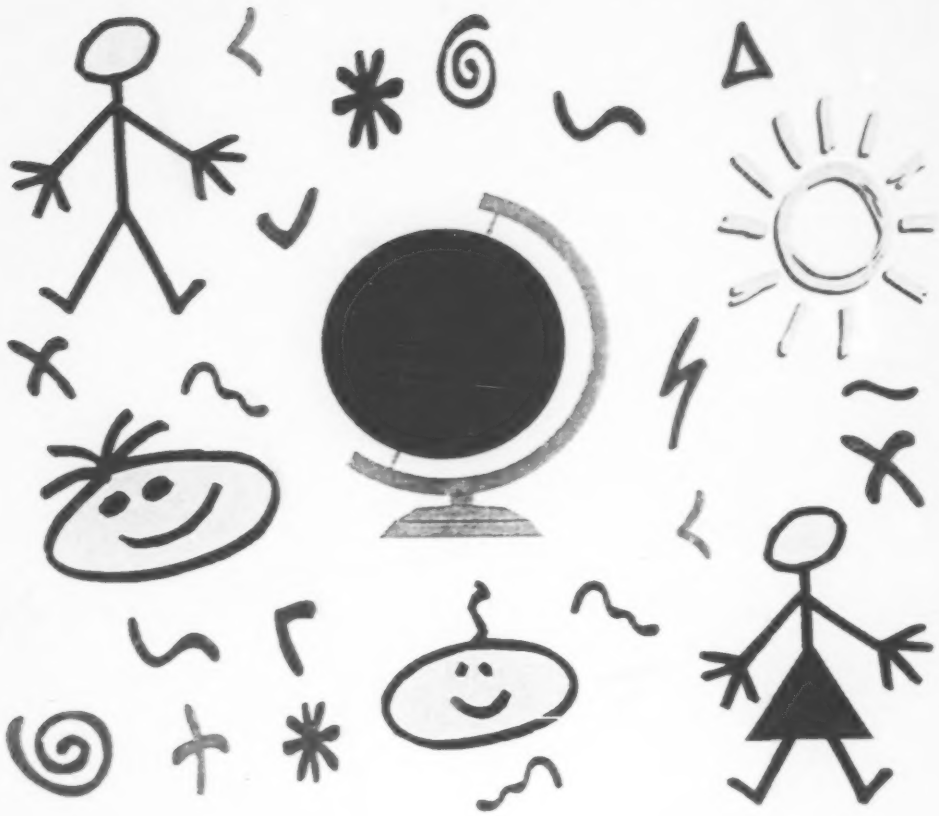
AUTHOR Ernest, Harishini M.; Gonzalez, Rosa M.
TITLE Dos Idiomas, Un Mundo. Dual Language Project. Title VII Biennial Evaluation Report, 1995-97.
INSTITUTION Austin Independent School District, TX. Dept. of Accountability, Student Services, and Research.
PUB DATE 1997-12-00
NOTE 33p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Achievement Gains; *Bilingual Education; Bilingual Education Programs; Elementary Education; *English (Second Language); Language of Instruction; *Limited English Speaking; Parent Participation; Program Evaluation; *Second Language Learning; *Spanish; Tables (Data); Test Use
IDENTIFIERS *Austin Independent School District TX; Elementary Secondary Education Act Title VII; Improving Americas Schools Act 1994

ABSTRACT

This is an evaluation of the first 2 years of a 5-year comprehensive Bilingual Education grant funded by Title VII Part A of the Improving America's Schools Act of 1994 in the Austin Independent School District (AISD) (Texas). The grant awarded to the AISD funds a program of Developmental Bilingual Education at two elementary schools where more than 25% of the students are of limited English proficiency (LEP). Developmental Bilingual Education requires dual language instruction throughout the duration of the program. This is in contrast to a transitional program in which instruction is gradually changed to English-only. At the same time, Developmental Bilingual students must master subject matter skills and meet grade promotion requirements. Baseline data were collected on the 600 students at the 2 schools who will receive 4 years of developmental bilingual teaching, but all 967 students at the 2 schools participate. Baseline scores for the two schools indicated that 56% of students were fluent English speakers, with 17% not speaking English, and 72% not speaking Spanish. Third graders in 1996-97, in comparison with 1995-96 third graders, showed a 10% gain in the numbers of students passing on all of the English Texas Assessment of Academic Skills tests. Prekindergarten and kindergarten students in the second year also showed considerable gains in Spanish vocabulary in 1996-97. Evaluation also revealed the extensive preparation of the teachers at both schools and the investment in curriculum and technology to improve education. Parent participation was shown to be an integral part of the program at both schools. Recommendations are made for continued program improvement with better communication between the two schools and better use of student testing in evaluation. (Contains 12 tables, 1 figure, and 12 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 219



TM028071

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Dos Idiomas, Un Mundo
Dual Language Project

Title VII Biennial Evaluation Report, 1995-97

Austin Independent School District
Office of Program Evaluation
Department of Accountability, Student Services, and Research

BEST COPY AVAILABLE

96.08

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Accountability, Student Services, & Research
Office of Program Evaluation

EXECUTIVE SUMMARY: TITLE VII DUAL LANGUAGE PROJECT BIENNIAL REPORT, 1995-97

Authors: Harishini M. Ernest, Rosa M. Gonzalez

Overview

This is an evaluation of the first two years of a five-year comprehensive Bilingual Education grant funded by Title VII Part A of Improving America's Schools Act (IASA) of 1994. The grant awarded to Austin ISD funds a program of Developmental Bilingual Education (DBE) at two elementary schools, Metz and Sánchez. A large percentage (over 25%) at both schools are limited English proficient (LEP) students.

Developmental Bilingual Education requires dual language (two-way) instruction in English and a second language, in this case, Spanish. Instruction continues in both languages throughout the duration of the program. At the same time, students must master subject matter skills and meet grade promotion requirements. While a Transitional Bilingual Education (TBE) program requires instruction in English and the non-English native language, with a gradual transition to English-only instruction.

The two AISD schools in the dual language program are schoolwide Title I programs and are actively involved in systemic reform. Sánchez practices inclusion for special education and gifted students; Metz uses a resource teacher for these same groups along with content mastery.

The main goals of the Title VII Dual Language Project (DLP) are the following:

- Develop student oral proficiencies in English and Spanish;
- Develop grade-level appropriate student literacy in English and Spanish;
- Increase student achievement levels in reading, language, and mathematics; and
- Change the attitudes toward bilingualism of the students, parents, community, and staff.

Baseline data were collected in the 1995-96 academic year on Cohort 1, the 600 DLP students at Metz and Sánchez in grades pre-K through 3 who will receive four years of dual language instruction. However, all students at Metz and Sánchez, a total of 967 students (including Cohort 1) participate in the DLP.

Evaluation Methodology

Evaluation data were collected from many sources including the District mainframe files which provide demographics, LEP status, academic achievement, and literacy information.

The project specialist, resource teachers, school administrators, and select members of the Parent Advisory Council (PAC) were also interviewed.

Staff surveys were distributed and completed to assess teacher academic preparation and thus determine the staff training needs.

Preliminary attitudinal questionnaires were administered to the parents to assess their perceptions about participating in the DLP and about being bilingual.

Major Findings

- Baseline English Pre-LAS scores for pre-K and K students indicated 56% were fluent speakers of English, i.e., at English Pre-LAS levels 4 and 5, while 17% were non-speakers of English, i.e., at Pre-LAS level 1. (Page 5)
- Baseline Spanish Pre-LAS scores for pre-K and K students indicated that 16% were fluent speakers of Spanish, i.e., at Spanish Pre-LAS levels 4 and 5, while 72% were non-speakers of Spanish, i.e., at Pre-LAS level 1. (Page 5)
- Baseline English LAS scores for grades 1-3 indicated that 70% of the DLP students were at English LAS level 4 and 5, i.e., fluent speakers of English, and 6% were considered non-speakers of English. Baseline Spanish LAS scores for grades 1-3 indicated that 10% were at Spanish LAS level 4 and 5, i.e., fluent speakers of Spanish with 77% considered non-speakers of Spanish, i.e., at LAS level 1. (Page 5)
- Compared to 1995-96, 1996-97 DLP third graders showed a 10% gain in the number passing on all tests taken on the English TAAS tests. (Page 7)
- Compared to 1995-96, 1996-97 pre-K project students made considerable gains in Spanish vocabulary acquisition (TVIP); from 1.6 to 16.3 average standard score points. (Pages 12-13)
- From 1995-96 to 1996-97, academic gains on ITBS, and English TAAS were significantly higher for DLP students at Metz campus. (Pages 7, 10)
- The DLP has invested heavily in special curriculum, technology training for staff, and computer software to improve the instructional program for all DLP students. (Pages 15-16)
- The DLP has conducted extensive professional staff development activities for teaching and paraprofessional personnel. (Pages 18-20)

BEST COPY AVAILABLE

- Parents are an integral part of the DLP evidenced by their participation in the PAC, parent training and cultural activities, and professional conferences. (Pages 20-21)

Recommendations

1. Continue to insure that both schools are implementing the goals of the DLP in a consistent and timely manner.
2. Continue to insure that professional staff development activities reflected in the Campus Improvement Plans (CIPs) are inclusive of the goals in the DLP grant proposal.
3. Insure that CIP goals reflect results of staff and project self-evaluation.
4. Encourage more frequent communication between the staffs at the two schools, and at each grade level.
5. Fully utilize the site based management model.
6. Revise the DLP action plan considering the influx of 272 students from Linder Elementary, added in August 1997, who were not part of the original grant proposal.
7. Review and modify the scope of the testing originally addressed in the grant; and determine which Cohort, or group(s), of DLP students can provide the most valid testing data.
8. Solicit additional funding needed for curriculum materials, testers, testing materials, and teachers incurred by the addition of the Linder students.

Budget Implications

Mandate: Required by the funding agency.

Funding Amount:
Funding year 1996-97: $250,000
Funding period 1995-97: $500,000

Funding Source: Federal. Improving America's Schools Act (IASA), Public Law 103-382 (1994) & 100-27 (1988).

Additionally, both schools coordinated programs with funds received through federal, state, district, and city funds.

TABLE OF CONTENTS

EXECUTIVE SUMMARY: TITLE VII DUAL LANGUAGE PROJECT BIENNIAL REPORT, 1995-97 i

TABLE OF CONTENTS iii

LIST OF TABLES iv

LIST OF FIGURES v

INTRODUCTION 1

TITLE VII PROGRAM TYPE AND PURPOSE OF GRANT 1
SCHOOL SETTING 1
PROGRAM GOALS AND OBJECTIVES 1
EVALUATION METHODS 2

STUDENT ACHIEVEMENT 3

SELECTION, RELIABILITY, AND VALIDITY OF INSTRUMENTS 3
ORAL LANGUAGE PROFICIENCY- ENGLISH AND SPANISH (GOAL 1.1 AND 1.2) 4
Language Assessment Scales (LAS) - PRE-LAS and LAS - Short Form 4
ACADEMIC PROGRESS AND ACHIEVEMENT - ENGLISH AND SPANISH (GOAL 4.1, 4.2, AND 4.3) 6
Texas Assessment of Academic Skills (TAAS) (Goal 4.1) 6
The Iowa Tests of Basic Skills (ITBS) (Goal 4.2) 9
La Prueba de Realización, Segunda Edición (La Prueba) (Goal 4.3) 11
Peabody Picture Vocabulary Test- Revised (PPVT-R) & 12
Test de Vocabulario en Imágines Peabody (TVIP) (Goal 4) 12
LITERACY SKILLS IN ENGLISH AND SPANISH (GOAL 2.1 AND 2.2) 13
VALUING BILINGUALISM IN ENGLISH AND SPANISH (GOAL 3.1, 3.2, AND 3.3) 14
COMPARISONS OF LEP WITH NON-LEP STUDENTS 15

IMPLEMENTATION 15

CURRICULUM AND LANGUAGE OF INSTRUCTION IN RELATIONSHIP TO STUDENT GRADES AND COURSE OFFERINGS 15
PROGRAM MANAGEMENT AND EFFECTIVENESS OF PROGRAM MANAGEMENT 17
PROFESSIONAL DEVELOPMENT ACTIVITIES 18

PROGRAM CONTEXT (CONTEXT INDICATORS) 21

PROGRAM RESPONSIBILITIES AND CONSEQUENCES 23

OTHER EVALUATION INFORMATION 23

REFERENCE LIST 25

List of Tables

Table 1: Student Pre-LAS Scores for Metz and Sanchez Schools and the DLP, 1995-97 5

Table 2: Student LAS Scores for Metz and Sanchez Schools and the DLP, 1995-97 6

Table 3: Percentage of Third Graders at Metz, Sanchez, and the DLP Passing English TAAS, March 1996, 1997 7

Table 4: Percentage of Third Graders at Metz, Sanchez, and the DLP Passing Spanish TAAS, March 1996, 1997 8

Table 5: DLP Student Achievement on ITBS, October 1995, 1996 10

Table 6: DLP Baseline Student Academic Achievement on La Prueba, October 1996 11

Table 7: PPVT-R and TVIP Averages For Sampled Pre-K Students, 1995-97 13

Table 8: Percentage of Fourth Graders Passing English TAAS at Metz, Sanchez, and the DLP, 1995-97 14

Table 9: Staff Development Activities, 1995-97 18

Table 10: DLP Staff Participation in Conferences and Presentations, 1995-97 19

Table 11: DLP Parent Training Activities, 1996-97 20

Table 12: DLP Cultural Activities for Parents, 1996-97 21

LIST OF FIGURES

FIGURE 1: PERCENTAGE THIRD GRADERS AT METZ, SANCHEZ, AND THE DLP PASSING ALL TESTS TAKEN ON ENGLISH TAAS, 1995-97 8

INTRODUCTION

TITLE VII PROGRAM TYPE AND PURPOSE OF GRANT

This is an evaluation of the first two years of a five-year comprehensive school Bilingual Education grant funded by Title VII Part A of Improving American's Schools Act (IASA). The grant, awarded to Austin ISD in 1995-96, provides dual language instruction (in English and Spanish) to students from grades pre-K to six. Two elementary schools, Metz and Sánchez, with high percentages of LEP students, participate in the grant. The Title VII Dual Language Project served 967 students in funding year 1995-96 and 968 students in 1996-97.

SCHOOL SETTING

The sister schools, Metz Elementary and Sánchez Elementary, located in East Austin, serve a predominantly Hispanic student population. Both campuses have become year round single-track schools, which allows teachers to cover more material effectively and thoroughly. In addition, the year-round school calendar aids parents needing childcare in order to work.

Metz Elementary, one of the newest campuses in the district, was built in 1992. In 1996-97, the enrollment at Metz was 504 students of which 95% Hispanic, 3% African-American, 1% Native American, and 1% Anglo/Other. Of these students, 91% were from low-income families. Metz is a pre-K through sixth grade campus using multi-age grouping.

Sánchez Elementary opened in East Austin in 1976. In 1996-97, enrollment was 464 students of which 96% were Hispanic, 3 % Anglo/Other, and 1% African-American. Of these students, 86% were from low-income families. Sánchez is also a pre-K through sixth grade campus, and is considering moving to multi-age grouping beginning in fall 1998.

PROGRAM GOALS AND OBJECTIVES

The Dual Language Project's goals are the following:

Goal 1 - Develop student oral proficiencies in English and Spanish;

- 1.1 - By the end of the fourth year of program participation, students will exhibit native-like oral proficiency in English as evidenced by higher scores in the English Language Assessment Scales (LAS-Oral).
- 1.2 - By the end of the fourth year of program participation, students will exhibit native-like oral proficiency in Spanish as evidenced by higher scores in the Spanish Language Assessment Scales (LAS- Oral).

Goal 2 - Develop student grade-level appropriate literacy in English and Spanish;

- 2.1 - Students will develop on-level English reading skills by the end of their fifth year of program participation (grade three for those beginning in pre-K).
- 2.2 - Students will develop on-level Spanish reading skills by the end of their fifth year of program participation (grade three for those beginning in pre-K).

BEST COPY AVAILABLE

Goal 3 - Students, parents, community, and staff will increasingly value bilingualism in English and Spanish.

- 3.1 - Students will express improved attitudes toward bilingualism as evidenced by higher Likert values on the attitudinal survey.
- 3.2 - Parents/community will express improved attitudes toward bilingualism as evidenced by higher Likert values on the attitudinal survey.
- 3.3 - Staff will express improved attitudes toward bilingualism as evidenced by higher Likert values on the attitudinal survey administered at the beginning and end of project.

Goal 4 - Students will increase student academic achievement levels in reading, language, and mathematics in English and Spanish;

- 4.1 - Students will show annual increased percentages of those passing the Texas Assessment of Academic Skills (TAAS) tests.
- 4.2 -Students will show annual increases in mean Normal Curve Equivalents (NCEs) for English academic achievement as measured by the Iowa Tests of Basic Skills (ITBS) in reading, language, and mathematics.
- 4.3 - Students will show annual increases in mean NCEs for Spanish academic achievement as measured by La Prueba de Realizacion in reading, language, and mathematics.

EVALUATION METHODS

With the implementation of the Title VII grant, the dual language project at Metz and Sánchez is a collaborative endeavor between Title VII and Title I. To avoid duplication of effort, some of the baseline data were obtained from evaluations conducted by the Title I program.

In 1995-96, the first year of funding, 600 students (Cohort 1) were served by the Title VII Dual Language Project. Cohort 1 refers to the students who were in pre-K through third grade during the 1995-96 school year at Sánchez and Metz Schools and who will receive dual language instruction for the longest period of time, until academic year 1999-2000.

Thus, the five-year federal grant will produce five cohorts, one for each year of funding.

- Cohort 1 commenced in academic year 1995-96 and will be students who will be in the program for the full five years of funding, until 1999-2000.
- Cohort 2 consists of the pre-K and new students entering the DLP in academic year 1996-97; these students will experience dual language instruction for four years, until 1999-2000.
- Cohort 3 includes the pre-K and new students entering the program in 1997-98; these students will experience three years of dual language instruction.
- Cohort 4 will consist of pre-K and new students who enter the DLP in academic year 1998-99; these students will experience two years of dual language instruction.
- Finally, Cohort 5 will consist of pre-K and new students who enter the DLP in 1999-2000; these students will only experience one year of dual language instruction.

The testing plan is available from the Office of Program Evaluation and provides further clarification on the five cohorts.

Evaluation data were collected from a variety of sources and analyzed.

- The Student Master File (SMF) provided information on the DLP students' grade level, age, sex, ethnicity, school history, and low-income status.
- The LEP file provided information on the students' LEP status, home language, language dominance, and program entry date.
- The DLP-LAS file provided information on the Pre-LAS and LAS level and the raw scores the students achieved on the Pre-LAS and LAS Oral Proficiency Test - short form, English and Spanish versions.
- The Title I PPVT-R/TVIP file provided mean grade equivalent (GE) achievement gains on the sampled DLP pre-K students in English and Spanish.
- The ITBS file provided information on the grade equivalent, national percentile rank score, and number of correct items on the reading, language, and mathematics ITBS skill batteries given to the DLP students.
- The La Prueba de Realización file provided information on the grade equivalent, national percentile rank score, and number of correct items on the reading, language, and mathematics La Prueba skill batteries given to the DLP students.
- OPE's GENeric Evaluation SYStem (GENESYS) supplied demographic, achievement, and progress information on the DLP students. [1]
- The DLP Project Specialist, resource teachers, and select Parent Advisory Council (PAC) members were interviewed to assess the project management and implementation of the DLP.
- Professional staff surveys were distributed and analyzed to assess the staff academic preparation and expertise in the teaching methodology to be used in the DLP.
- Bilingual attitudinal questionnaires (preliminary version) were administered to the parents to assess their perceptions about participating in the DLP and about being bilingual.

STUDENT ACHIEVEMENT

SELECTION, RELIABILITY, AND VALIDITY OF INSTRUMENTS

The development of the evaluation plan (including the testing plan) for the five-year funding period was a time-intensive process. The district's Program Evaluation staff, Bilingual Education Coordinators, DLP evaluation consultant, and DLP staff met many times, with the first meeting less than two weeks after the project specialist was hired. The testing plan was developed and decisions were made on the baseline data to be collected with the goals of the Dual Language Project in mind.

---

[1] GENESYS is a custom-designed computer program software package written in the Statistical Analysis System (SAS) language. It is designed to gather outcome information from centrally maintained files on programs of interest. GENESYS helps to ease and streamline data collection, analysis, and evaluation, for a wide variety of projects (Gonzalez 1995:4, Wilkinson & Gonzalez 1995:3).

BEST COPY AVAILABLE

ORAL LANGUAGE PROFICIENCY- ENGLISH AND SPANISH (GOAL 1.1 AND 1.2)

Language Assessment Scales (LAS) - PRE-LAS and LAS - Short Form

The Language Assessment Scales (LAS) is a comprehensive system designed to provide complete information about a student's language proficiency. The LAS consists of two major tests batteries: the Language Assessment Scales - Oral (LAS-O), which measures listening and speaking, and the Language Assessment Scales - Reading/Writing (LAS - R/W), which measures reading and writing skills in English (De Avila & Duncan, 1994: 1), and is available in short and long forms. The DLP chose to administer the short form of the Pre-LAS-O and LAS-O. Henceforth, any reference to the Pre-LAS or LAS will refer solely to the Oral Test Battery, short form. The Pre-LAS and LAS are available in both English and Spanish versions (De Avila & Duncan, 1987; Duncan & De Avila, 1986). The Pre-LAS spans ages 4 to 6 1/2 (grades pre-K and K), and the LAS is for ages 6 1/2 to 18 (grades 1-12).

The LAS-O is the result of more than a decade of field use and research and uses a convergent approach for assessment of oral proficiency. It is not an achievement test in the strictest sense and is not used for that purpose by the DLP. The LAS-O includes one direct measure of language proficiency--'the *Cuentos*' section in the Spanish Pre-LAS/LAS, the 'Stories' section in the English Pre-LAS/LAS. Oral proficiency is measured by a procedure called 'focused holistic scoring', based on the results of research with students from Hispanic and Anglo-American ethno-linguistic groups. To maintain the reliability and validity of the Pre-LAS/LAS tests, the administration of all tests were by proficient, literate speakers of English and Spanish. Also, to increase reliability, the *Cuentos*/Stories student response portion of the test was audiotaped. In addition, testers had to undergo an intensive training session in administration and scoring of the tests.

The Pre-LAS was administered, in English and Spanish, to all students in grades pre-K and K in 1995-96 and 1996-97. The LAS was administered, in English and Spanish, to all students in grades 1-3 in 1995-96 and to grades 1-4 in 1996-97.

The LAS scores of the students determine when they take the academic achievement assessments. Since the LAS scores are crucial in determining the students' readiness for academic achievement assessment, the LAS levels are explained below.

Total Score	LAS Level	English LAS Category	Spanish LAS Catagory
85-100	5	Fluent Speaker of English	Fluent Speaker of Spanish
75-84	4	Fluent Speaker of English	Fluent Speaker of Spanish
65-74	3	Limited Speaker of English	Limited Speaker of Spanish
55-64	2	Limited Speaker of English	Limited Speaker of Spanish
0-54	1	Non-Speaker of English	Non-Speaker of Spanish

Students who score **less than a level 4 or 5** on the Pre-LAS or LAS, in either English or Spanish, are retested annually until they attain a level 4 or 5 in the first language (L1) and the second language (L2). Once students reach a level of 4 or 5 on the LAS in the L1 and L2, they are not retested until the fifth year of the DLP, or until they reach grade 6 and are about to exit the elementary instruction program. In spring 2000 (fifth year of DLP funding), all third grade students (Cohort 1) scoring a level 5 in the LAS in L1 and L2 will be assessed to determine language maintenance in the L1 and L2 with an appropriate oral language proficiency instrument.

Table 1 shows the Pre-LAS scores for DLP students at Metz and Sánchez Schools. In 1995-96, 212 DLP students in grades pre-K and K had valid scores in both the English Pre-LAS and the Spanish Pre-LAS.

At Pre-LAS levels of 4 and 5 (assigned the level of fluent speaker), 56% scored at the level of fluent speaker of English, and 16% scored at the level of fluent speakers of Spanish. At Pre-LAS level 1, (assigned the level of non-speakers of English/Spanish), 17% scored at the non-English speaker level and 72% scored at the non-Spanish speaker level.

In 1996-97, 205 DLP students in grades pre-K and K had valid scores in both the English Pre-LAS and the Spanish Pre-LAS. At Pre-LAS levels 4 and 5 (assigned the level of fluent speaker), 28% scored at the level of fluent speaker of English and 10% scored at the level of fluent speaker of Spanish. At Pre-LAS level 1 (non-speakers of English/Spanish), 38% scored at the non-English speaker level and 68% scored at non-Spanish speaker level.

Pre-LAS/LAS data from 1996-97 are preliminary because the DLP coordinator who served as the testing coordinator resigned, leaving a resource teacher to coordinate the testing process. Additional setbacks were experienced as a result of school boundary changes, which added approximately 272 students to the project. In addition, having a limited number of Spanish testers meant that Spanish testing was not completed. The English and Spanish testing process began on time but continued beyond the two-week testing window. At present, the DLP is reviewing the initial Pre-LAS/LAS data to determine the additional Spanish testing necessary. The final Pre-LAS and LAS data analysis will be included in the project coordinator's report in June 1998.

Table 1: Student Pre-LAS Scores for Metz and Sanchez Schools and the DLP, 1995-97

School	Grade	No. of Students At Each English Pre-LAS Level					Grade	No. of Students At Each Spanish Pre-LAS Level				
		1	2	3	4	5		1	2	3	4	5
DLP	**Pre-K (N=93)**	24	12	21	22	14	**Pre-K (N=93)**	67	3	9	12	2
1995-96	**K (N=119)**	11	2	22	64	20	**K (N=119)**	85	4	9	16	5
Percent at each Pre-LAS level		17%	7%	20%	40%	16%		72%	3%	9%	13%	3%
DLP	Pre-K (N=97)	47	15	19	13	3	Pre-K (N=104)	75	14	7	4	2
1996-97	K (N=108	30	16	21	26	15	K (N=110)	71	14	11	9	5
Percent at each Pre-LAS level		38%	15%	20%	19%	9%		68%	14%	8%	7%	3%

*Scores refer to test performance of students not in special education.

Table 2 shows the LAS scores for DLP students at Metz and Sánchez Schools. Review of test records showed that in 1995-96, 380 DLP students in grades 1 through 3 had valid scores on both the English LAS and the Spanish LAS. Seventy percent (70%) scored at English LAS levels 4 and 5 (assigned the level of fluent speakers of English), and 10% were at Spanish LAS level 4 and 5 (fluent speakers of Spanish). At the lower LAS levels, 6% scored at English LAS level 1 (non-speakers of English); 77% scored at Spanish LAS level 1 (non-speakers of Spanish).

12 BEST COPY AVAILABLE

In 1996-97, 413 DLP students in grades 1 through 5 had valid scores in both the English LAS and the Spanish LAS. Thirty-four percent (34%) scored at English LAS levels 4 and 5, and 9% were at Spanish LAS level 4 and 5 (the level of fluent speakers of English and Spanish). At the lower LAS levels, 27% scored at English LAS level 1, and 80% scored at Spanish LAS level 1 (non-speakers of English and Spanish). Again, the 1996-97 LAS results are preliminary.

Table 2: Student LAS Scores for Metz and Sánchez Schools and the DLP, 1995-97

School	Grade	No. of Students At Each English LAS Level 1	2	3	4	5	Grade	No. of Students At Each Spanish LAS Level 1	2	3	4	5
DLP	1st (N=127)	16	19	31	32	29	1st (N=127)	104	7	13	1	2
1995-96	2nd (N=127)	5	5	25	34	58	2nd (N=127)	102	4	8	-	6
	3rd (N=126)	1	4	10	38	73	3rd (N=126)	85	9	9	-	16
Percent at each LAS level		6%	7%	17%	27%	43%		77%	5%	8%	4%	6%
DLP	1st (N=67)	30	22	10	3	2	1st (N=71)	66	2	2	1	0
1996-97	2nd (N=59)	12	10	21	12	4	2nd (N=77)	66	4	5	2	0
	3rd (N=78)	26	18	10	15	9	3rd (N=109)	79	9	10	6	5
	4th (N=33)	5	1	3	14	10	4th (N=78)	59	4	4	4	7
	5th (N=37)	2	3	8	7	17	5th (N=78)	62	3	4	6	3
Percent at each LAS level		27%	20%	19%	19%	15%		80%	5%	6%	5%	4%

*Scores refer to test performance of students not in special education.

ACADEMIC PROGRESS AND ACHIEVEMENT - ENGLISH AND SPANISH (GOAL 4.1, 4.2, AND 4.3)

Texas Assessment of Academic Skills (TAAS) (Goal 4.1)

The Texas Assessment of Academic Skills (TAAS) is a set of criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and to reference the student's score to a mastery criterion for that set of skills. In the case of the TAAS, the skills measured are the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education (SBOE)(Rodgers & Wiser 1994:1). The TAAS tests "represent a more comprehensive assessment of instructional targets delineated in the Essential Elements, the state-mandated curriculum, and assess higher-order thinking skills and problem solving ability" (TEA 1996:1). For these reasons, the TAAS tests are valid, reliable and appropriate tests for the DLP students.

The state-mandated TAAS program includes assessments in reading and mathematics at grades 3-12. In addition to reading and mathematics at grades 3-12, writing assessments are given at grades 4, 8, and 10, and science and social studies at grade 8 (TEA, 1996:1). TAAS tests are administered in the spring of each school year. Students take either the English TAAS test(s) or the Spanish TAAS test(s) because, the State Board of Education (SBOE) and the Texas Education Agency (TEA) permit students to take either English or

BEST COPY AVAILABLE

Spanish TAAS tests for state accountability. For DLP evaluation purposes, the TAAS tests were examined for grade 3 for 1995-96 and grades 3 and 4 for 1996-97.

Table 3 gives the percentages of third graders at Metz, Sánchez, and the DLP passing the English TAAS test in March 1996. Passing represents the minimum acceptable passing standard for TAAS and is equivalent to approximately 70% of items correct on each subject area (TEA, 1996: 5, 11). In 1995-96, of the 99 DLP third graders who took the English TAAS, 41% passed all tests taken; 54% passed the reading portion, and 55% passed the mathematics portion.

In 1996-97, 86 DLP third graders took the English TAAS. Compared to 1995-96, the 1996-97 students showed a 10% gain in the number passing all tests taken; a 14% gain in the number passing the reading portion, and a 1% gain in the number passing the mathematics portion of the English version TAAS. Table 4 also indicates a divergence in net gain/loss over the two years, in English TAAS, between the two schools. Metz school made gains across the board, while Sánchez lost ground.

Table 3: Percentage of Third Graders at Metz, Sanchez, and the DLP Passing English TAAS, March 1996, 1997

English TAAS - Grade 3					
Year	School	Number Tested	Passing on All Tests Taken**	Passing on Reading	Passing on Mathematics
1995-96	METZ	N=53	23% (N=12)	40% (N=21)	40% (N=21)
	SANCHEZ	N=46	63% (N=29)	71% (N=32)	72% (N=33)
	DLP	N=99	41% (N=41)	54% (N=53)	55% (N=44)
	DISTRICT	N=4628	62% (N=2857)	75% (N=3424)	68% (N=3087)
1996-97	METZ	N=46	59% (N=27)	70% (N=32)	67% (N=31)
	SANCHEZ	N=40	43% (N=17)	69% (N=27)	45% (N=17)
	DLP	N=86	51% (N=44)	69% (N=59)	56% (N=48)
	DISTRICT	N=4596	69% (N=3160)	78% (N=3509)	76% (N=3431)
NET GAIN/ LOSS	METZ	--	+ 36%	+ 30%	+ 27%
	SANCHEZ	--	- 20%	- 2%	- 27%
	DLP	--	+ 10%	+ 15%	+ 1%
	DISTRICT	--	+ 7%	+ 3%	+ 8%

*Scores refer to test performance of all students not in special education.
**Passing standard in the English TAAS is 70% of items correct in each subject area.

BEST COPY AVAILABLE

Figure 1: Percentage of Third Graders at Metz, Sanchez, and the DLP Passing All Tests Taken on English TAAS, 1995-97

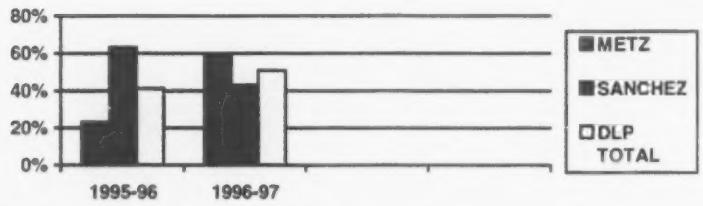


Table 4 illustrates the percentage of third graders at both schools and the DLP students passing the Spanish TAAS administered in March 1996. Spanish TAAS for grades 3 and 4 was benchmarked in spring 1996 with the SBOE setting a 70% passing standard. A total of 16 DLP students took the Spanish TAAS in third grade, 11 from Metz and 5 from Sánchez. Table 4 indicates that in 1995-96, the percentage of DLP students passing the **reading section** of the Spanish TAAS was slightly below the district average. However, the percentage of DLP students passing the **mathematics section** of the Spanish TAAS was above the district average.

Table 4: Percentage of Third Graders at Metz, Sanchez, and the DLP Passing Spanish TAAS, March 1996, 1997

Spanish TAAS - Grade 3*					
Year	School	Number Tested	% Passing All Tests Taken	% Passing Reading	% Passing Mathematics
1995-96	METZ	N=11	N/A	27% (N=3)	64% (N=7)
	SANCHEZ	N=5	N/A	40% (N=2)	20% (N=1)
	DLP	N=16	N/A	31% (N=5)	50% (N=8)
	DISTRICT	N=445	N/A	32% (N=144)	26% (N=113)
1996-97	METZ	N=12	17% (N=2)	25% (N=3)	25% (N=3)
	SANCHEZ	N=9	11% (N=1)	22% (N=2)	38%(N=2)
	DLP	N=21	14% (N=3)	24% (N=5)	24% (N=5)
	DISTRICT	N=494	25% (N=125)	34% (N=164)	41% (N=197)
NET GAIN/ LOSS	METZ	--	--	- 2%	- 39%
	SANCHEZ	--	--	- 18%	+ 18%
	DLP	--	--	- 7%	-26%
	DISTRICT	--	--	+ 2%	+ 15%

*Scores refer to test performance of all students not in special education.
**Passing standard in the Spanish TAAS is 70% of items correct in each subject area.

15 BEST COPY AVAILABLE

The Iowa Tests of Basic Skills (ITBS) (Goal 4.2)

The Iowa Tests of Basic Skills (ITBS) are norm-referenced tests (NRTs) designed to measure student achievement in broadly defined skill areas. Scores from NRTs (i.e., percentiles and grade equivalents) compare an individual student's performance with that of a nationwide sample of students at the same grade.

AISD students in grade 3 took the ITBS subtests in reading, language and mathematics; students in grade 5 and 8 took the ITBS subtests in reading, language, mathematics, social studies, and science (Rodgers &Wiser, 1994:19). In fall 1996, to assess academic achievement in English, the ITBS was administered to all DLP students in grades 1 and 3 who had reached a level 3, 4 or 5 on the English LAS. The ITBS testing at grades 3, 5, and 8 is mandated by the district. Thus, the DLP testing of grades 1 occurred concurrently with the district testing. The DLP purchased and administered the tests for grade 1, and they were scored by the district's testing office. The ITBS baseline data for the DLP were collected in October 1995 for grades 3 (and 5, for comparison only), and were collected in October 1996 for grades 1, 3, and 5. DLP students took the following ITBS subtests:

- R = reading comprehension;
- L = language (spelling, capitalization, punctuation, usage, and expression);
- M = mathematics (concepts, problem solving, and computation).

At present, there is no Spanish version of the English ITBS. However, Riverside Publishing, the publisher of the ITBS, anticipates producing a Spanish version by the year 2000.

Table 5 illustrates the DLP student achievement for grades 3 and 5 on the ITBS in October 1995 and October 1996. The acronym GE refers to Grade Equivalent, the grade and month of school in which a score would be made by an average student. For example, 2.3 is the score made by an average student in the third month of grade two. For students following the year-round education (YRE) calendar (such as at Metz and Sánchez schools), the calculation of GE is adjusted for the YRE calendar.

Baseline data of DLP third graders who took the ITBS in October 1995 indicate that their mean GE in reading was 2.5; in language was 2.7; and in mathematics was 2.8. In October 1996, DLP third graders who took the ITBS experienced a decline in mean GE for reading to 2.4 and a decline in mean GE for mathematics to 2.7. The mean GE for language remained at 2.7.

Table 5: DLP Student Achievement on ITBS, October 1995, 1996

Year	Grade	School	Number Tested	Reading Mean GE	Language Mean GE	Mathematics Mean GE	Composite Totals Mean GE
1995-96	1st	METZ	N=0				
		SANCHEZ	N=0	1995-96	data is not	Available for	first grade
		DLP	N=0				
1996-97	1st	METZ	N=20	1.2	K.9	1.1	N/A
		SANCHEZ	N=34	1.2	1.0	K.9	N/A
		DLP	N=54	1.2	1.0	1.0	N/A
1995-96	3rd	METZ	N=41	2.1	2.0	2.5	N/A
		SANCHEZ	N=48	2.9	3.3	3.0	N/A
		DLP	N=89	2.5	2.7	2.8	N/A
1996-97		METZ	N=53	2.3	2.7	2.7	N/A
		SANCHEZ	N=48	2.5	2.3	2.6	N/A
		DLP	N=101	2.4	2.7	2.7	N/A
+/- Gains		METZ	--	+ 0.2	+0.7	+0.2	N/A
		SANCHEZ	--	- 0.4	- 1.0	- 0.4	N/A
		DLP	--	- 0.1	0	- 0.1	N/A
1995-96	5th	METZ	N=44	3.6	3.8	4.1	3.8
		SANCHEZ	N=50	4.1	4.8	5.1	4.6
		DLP	N=94	3.9	4.3	4.6	4.2
1996-97		METZ	N=37	3.8	3.9	4.1	4.0
		SANCHEZ	N=41	3.9	4.0	4.3	4.1
		DLP	N=78	3.9	4.0	4.2	4.1
+/- Gains		METZ	--	+ 0.2	+0.1	0	+ 0.2
		SANCHEZ	--	- 0.2	- 0.8	- 0.8	- 0.6
		DLP	--	0	- 0.3	- 0.4	- 0.1

*GE= Grade Equivalent

** Scores refer to test performance of all students not in special education.

BEST COPY AVAILABLE

La Prueba de Realización, Segunda Edición (La Prueba) (Goal 4.3)

La Prueba is "designed as an assessment of the achievement levels of students whose primary language is Spanish and who may be more appropriately tested with an instrument written in Spanish rather than English" (Riverside, 1991: 4). La Prueba measures basic skills in reading, writing, mathematics, sciences, and social sciences.

La Prueba is currently administered by the district as an alternative assessment for students at grades 3-6 who do not take either the English TAAS or the Spanish TAAS. Since La Prueba is not mandated by the district or the state, the DLP purchased and administered the test. Scoring was done by the district's testing office. The DLP administered La Prueba in October of 1996 to all DLP students in grades 1-3 who scored a level 3-5 in the Spanish LAS to assess academic achievement in Spanish. The students took the following subtests:

- R = reading (reading comprehension, vocabulary, word/study skills);
- W = writing (grammar, spelling, capitalization, punctuation);
  (given as a separate subtest in grades 3 and up only);
- M = mathematics (problem solving, computation).

In December 1997, the DLP staff will administer La Prueba to measure reading/language and mathematics for grades 1 and 2 and measure reading, writing, and mathematics for grades 3-6.

Because the Spanish language La Prueba is not parallel to the English language ITBS, comparisons cannot be made between the test results for the DLP students. However, each test will give reliable measures of individual growth and achievement. The original decision for DLP staff to administer La Prueba in May 1996 for baseline data purposes was amended at the request of the principals at both schools because of their concerns about excessive testing. Thus, baseline data on Spanish academic achievement were collected in October 1996 and repeated measures will be made again in October 1997. Table 6 gives the La Prueba scores for DLP second, third, and fourth graders in 1996-97 who scored a 3, 4, or 5 level in the Spanish LAS.

Table 6: DLP Baseline Student Academic Achievement on La Prueba, October 1996

Year	Grade	School	Number Tested	Reading Mean GE	Language Mean GE	Mathematics Mean GE	Composite Totals Mean GE
1996-97	2nd	METZ	N=6	2.00	N/A	1.92	1.90
		SANCHEZ	N=8	2.71	N/A	2.54	2.55
		DLP	N=14	2.40	N/A	2.27	2.27
	3rd	METZ	N=9	2.89	1.33	3.19	2.74
		SANCHEZ	N=13	3.82	4.12	4.12	3.65
		DLP	N=22	3.44	2.98	3.74	3.28
	4th	METZ	N=14	4.34	3.87	3.94	3.63
		SANCHEZ	N=17	4.66	6.41	5.12	4.82
		DLP	N=31	4.52	5.26	4.59	4.28

* GE= Grade Equivalent

** Scores refer to test performance of all students not in special education.

BEST COPY AVAILABLE

Peabody Picture Vocabulary Test- Revised (PPVT-R) &
Test de Vocabulario en Imágines Peabody (TVIP) (Goal 4)

The Peabody Picture Vocabulary Test- Revised (PPVT-R) is "an individually administered, norm-referenced, wide-range, power test of hearing vocabulary arranged in two parallel forms" which are designated L and M. The test is designed for persons 2 1/2 through 40 years of age who can see and hear reasonably well and who can understand Standard American English to some degree. Raw scores are converted to age-referenced norms. The Test de Vocabulario en Imágines Peabody (TVIP) is the Spanish version (Hispanic-American adaptation) of the PPVT-R. The PPVT-R and TVIP, although primarily used to measure receptive (hearing) vocabulary because they show the extent of English or Spanish vocabulary acquisition, can also be used as an achievement test (Dunn, 1981, p. 2, Dunn, 1986, p. 3). For reliability and validity purposes, all testers took a half-day training in the administration and scoring of both the PPVT and TVIP the tests.

When used as a pre- and posttest, the PPVT-R and/or TVIP can be used to measure growth in vocabulary as a result of language instruction in English (as measured by the PPVT-R) or Spanish (as measured by the TVIP) (Dunn, 1986, p. 5). Thus, PPVT-R/TVIP random testing conducted by the district provided some achievement data for the pre-K students. The testing provided pre- and posttest scores for a sample of pre-K students and will enable year-to-year comparisons on gains for the sampled students.

For the Title VII DLP purposes, the PPVT-R/TVIP results were included for Title I students sampled at Metz and Sánchez who were classified as LEP A or LEP B students and were receiving bilingual instruction in a pre-K program.[2] For the year-round schools, the pretests were given in September 1995 and 1996 with the respective posttest given in May 1996 and 1997.

In 1995-96, eighty-two pre-K project (DLP) students were randomly sampled and administered the PPVT-R and/or the TVIP by district Title I evaluation personnel. Of the sample, 28 pre-K project students had pre- and posttest results for both the PPVT-R and the TVIP. Project students gained 13.0 standard score points on the PPVT-R, while gains on the TVIP were 1.6 standard score points. Note, however, that TVIP scores were higher upon pretest, and, thus, gains were smaller. Baseline data indicated that DLP students were above district average in the PPVT-R pre- and posttest scores and in PPVT-R gains made compared to districtwide students enrolled in bilingual instructional programs.

In 1996-97, seventy-five pre-K project students were randomly sampled and administered the PPVT-R and/or the TVIP by district Title I evaluation personnel. Of the sample, 29 pre-K project students had pre- and posttest results for both the PPVT-R and the TVIP. Project students gained 13.6 standard score points on the PPVT-R, while gains on the TVIP were 16.3 standard score points. Thus, from 1995-96 to 1996-97, DLP students made considerable gains in Spanish vocabulary acquisition (TVIP) from 1.6 to 16.3.

Table 7 gives the averages (in standard test scores) for pre-K students who took both the PPVT-R and the TVIP and who had pre- and posttest results. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15.

---

[2] In Austin ISD, LEP students are assigned a LEP level based on their score on the IDEA oral proficiency test. Students who are identified as monolingual in a Language Other Than English (LOTE) are assigned LEP level A, students who are dominant LOTE are assigned LEP level B, bilingual LOTE students as LEP level C, and dominant English students as LEP level D.

Table 7: PPVT-R AND TVIP Averages For Sampled Pre-K Students, 1995-97

			English Version			Spanish Version		
Year	School	Number	PPVT-R Pretest Average (Std. Score)	PPVT-R Posttest Average (Std. Score)	PPVT-R Gain	TVIP Pretest Average (Std. Score)	TVIP Posttest Average (Std. Score)	TVIP Gain
1995-96	METZ	N = 15	45.6	64.1	+ 18.6	79.6	81.4	+ 1.8
	SANCHEZ	N = 13	43.1	49.7	+ 6.6	80.3	81.8	+ 1.5
	DLP TOTAL	N = 28	44.4	57.4	+ 13.0	80.0	81.6	+ 1.6
	DISTRICT	N = 564	36.8	47.9	+ 11.1	83.7	90.0	+ 6.3
1996-97	METZ	N = 19	42.7	56.4	+13.6	74.5	91.3	+12.3
	SANCHEZ	N = 10	39.2	52.8	+13.6	89.1	113.0	+23.9
	DLP TOTAL	N = 29	41.5	55.1	+13.6	82.4	98.8	+16.3
	DISTRICT	N = 678	63.8	72.7	+ 8.9	83.5	91.6	+ 8.1

** Scores refer to test performance of all students not in special education.

LITERACY SKILLS IN ENGLISH AND SPANISH (GOAL 2.1 AND 2.2)

The DLP grant specifies for program students to develop grade-level appropriate literacy in both English and Spanish (Goal 2). A determination was made by project staff that appropriate assessment of reading literacy can be accomplished by evaluating the ITBS reading/language subtest (for grades 1, 3, and 5) and the TAAS reading portion (for grades 3, 4, 5, and 6).

Several options were discussed to evaluate writing literacy including portfolio assessment at each grade level, (i.e., year-beginning and year-end writing samples kept by the homeroom teacher), and using the LAS Writing subtest. After much discussion, a decision was made by program staff to limit evaluation of writing skills to the English and Spanish TAAS Writing test at grade 4 and to look at snapshots for the next four years of funding.

The TAAS written composition evaluates the following objectives: informative writing; sentence construction; English/Spanish usage; spelling, capitalization, and punctuation. Students are rated from 0 to 4. Students scoring a 0 or 1 are assigned an analytic scoring assessment of their written compositions to identify the types of deficiencies. Students scoring a 2, 3, or 4 have passed (met minimum expectations). In addition, students scoring 3 or 4 have mastered all written objectives (TEA, 1996: 6).

Table 8 shows the percentage of fourth graders passing the English TAAS Writing test. Of the DLP students who took the English TAAS Writing test, 92% passed in 1995-96, and 93% passed in 1996-97 indicating a 1% gain from the previous year. Thus, comparisons of the number of students who passed in 1995-96, with those passing in 1996-97, indicate that the DLP is meeting its goals of developing writing skills (Goal 2); and promoting increased academic achievement, as shown by an increased percentage of DLP students passing the TAAS Writing test (DLP Goal 4).

BEST COPY AVAILABLE

Table 8: Percentage of Fourth Graders Passing English TAAS at Metz, Sánchez, and the DLP, 1995-97

English TAAS Written Composition – Grade 4*							
Year	School	Number Tested	Rating 0	1	2	3	4
1995-96	METZ	30	0%	7%	70%	20%	3%
	SANCHEZ	31	0%	10%	68%	23%	0%
	DLP TOTAL	61	0%	8%	69%	21%	2%
1996-97	METZ	45	0%	9%	62%	29%	0%
	SANCHEZ	43	0%	5%	58%	37%	0%
	DLP TOTAL	88	0%	7%	60%	33%	0%
NET GAIN/LOSS	DLP	--	0	-1%	-9%	+12%	-2%

*Scores refer to test performance of all students not in special education.
** Passing standard in the English TAAS Writing test is a rating of 2, 3, or 4.

Because the Spanish TAAS Writing test at grade 4 was field-tested in March 1996 and benchmarked in March 1997, baseline data on literacy in Spanish were collected in March 1997. However, few DLP students took the Spanish TAAS Writing test. Comparisons of the number of students who passed in 1996-97, with those passing in 1997-98, will evaluate the DLP goals of developing writing skills (Goal 2) and promoting increased academic achievement (increased percentage of DLP students passing the TAAS Writing test DLP Goal 4).

VALUING BILINGUALISM IN ENGLISH AND SPANISH (GOAL 3.1, 3.2, AND 3.3)

Jim Cummins and other bilingual education specialists emphasize the need for the students and community to value bilingualism. Interviews with the DLP specialist, resource teachers, and PAC members indicate that students do show an increased interest in learning English and Spanish. A decision was made by the DLP staff not to administer formal attitudinal surveys to the students because the time and cost involved in developing reliable and valid student survey instruments would be prohibitive. In addition, administering the surveys would detract from valuable teaching time. Thus, student attitudinal change was obtained informally from teachers and indirectly from other assessments (academic achievement and literacy).

Preliminary attitudinal surveys were administered to DLP parents at the beginning of the grant cycle to assess their perception of the value of English/Spanish bilingualism. English and Spanish language translations of the attitudinal survey were developed with the assistance of the district Office of Program Evaluation. Parents chose the language version with which they felt most comfortable. Of the 45 parents who completed the survey, 36% (N=16) responded they were Spanish dominant, 20% (N=9) responded they were English dominant, 24% (N=11) responded they were bilingual, and 20% (N=9) did not respond to this section. Parental response was positive. Eighty-nine percent (89%) of parents indicated that they were pleased that their child would be learning two languages, and 88% indicated that learning in two languages would increase their child's understanding and appreciation of other cultures. Only 15% agreed with the statement "I think children get confused when learning two languages," indicating that the DLP has been

successful in its efforts to educate the parents on the advantages of dual language instruction for their child(ren). Because the preliminary surveys were administered using only a bipolar scale (i.e., requiring a 'Agree' or 'Disagree' response), the surveys will be readministered using a Likert scale and with a larger number of parents.

The surveys, using a 5-point Likert scale to measure gains, will be readministered also at the end of the five-year grant cycle to assess attitudinal changes to bilingualism. The end-of-grant survey will include parents who completed the beginning and mid-cycle surveys. Note, research indicates that attitudinal change is slow, sometimes taking several years.

COMPARISONS OF LEP WITH NON-LEP STUDENTS

In 1996-97, 149 (32%) of 466 students at Sanchez and 152 (29%) of 517 students at Metz were classified as limited English proficient (LEP).[3] In addition, up to 10% of the DLP students (at both campuses) were from migrant families, with over 81% of the students eligible to participate in the federal free or reduced-price lunch program.

To facilitate an effective dual language program involving LEP students, 16 of the 51 full-time teaching staff at Metz and 26 of the 54 full-time teaching staff at Sánchez hold Bilingual Education (BE) and/or English as a Second Language (ESL) credentials. In addition, 32 of the full-time staff at Metz and 35 of the full-time staff at Sánchez have received specialized training in second language acquisition (OBEMLA, 1997a, 1997b). As staff positions become available, the two campuses have hired teacher's aides, secretaries, a librarian, parent training specialists, counselors and other paraprofessional staff who are bilingual from their school resources to encourage the use of two languages.

A review of the data on English language proficiency and native language proficiency (in this case, Spanish) for LEP students indicate that at the pre-K and K levels, proficiency in English is generally low; about 56% are English proficient. Proficiency in the native language for the pre-K and K LEP students is higher, about 75%. Baseline data on Spanish proficiency at the higher grade levels indicate that approximately 10% of the LEP students were fluent in Spanish compared to even lower percentages of non-LEP students. The DLP goals include increasing the English and Spanish proficiency (oral, aural, reading, writing) of the LEP and non-LEP students. (See the sections in this report on Oral Language Proficiency, Literacy Skills, and Academic Achievement.)

The data on retention indicate that the potential retention rates for project LEP students were lower than that for LEP-refusals. Compared to the district's rates, both the LEP-served and LEP-refusals had high potential retention rates. (González, 1997).

IMPLEMENTATION

CURRICULUM AND LANGUAGE OF INSTRUCTION IN RELATIONSHIP TO STUDENT GRADES AND COURSE OFFERINGS

Recapitulating, the Title VII schoolwide Dual Language Project serves students in pre-K through sixth grade at two elementary schools. The main components of the DLP instructional program are A Developmentally Appropriate Program for Teaching (ADAPTA) and Finding Out/Descubrimiento (FO/D). ADAPTA and FO/D have labels and materials in English and Spanish to promote dual language exposure.

---

[3] Membership taken April 4, 1997 for student demographic data.

The ADAPTA model for emergent literacy incorporates whole language strategies with Montessori instructional materials. Students learn the use of the manipulatives in small groups prior to working with them individually. While ADAPTA has several modules, the DLP has chosen to focus on five.

1. **Practical Life Module**- (Obj.1.1 and 1.2). This module encourages the development of fine and gross motor skills (a precursor to writing) hand-eye coordination, and good work habits--laying a foundation for the acquisition of later academic skills in reading, writing, science and mathematics. The lessons are real life activities, hence their name. The Practical Life Module is used by grades pre-K, pre-K/K, K, K/1, and 1 (the slashed groups represent the multi-age, multi-grade classrooms).

2. **Language Module**- (Obj. 2.1, 2.2, 2.3 and 2.4). The Language Module with its Individualized Language Activities (ILA) is designed to complement the school's reading and writing programs. The phonics-based ILA kits, available in both English and Spanish, allow students to use a moveable alphabet, metal insets, sandpaper letters, personal word banks, and various concrete and abstract miniatures and representations of objects for developing reading and writing skills. Grades pre-K, pre-K/K, K, K/1, 1, and 1 and 2 are provided instruction with the Language Module.

3. **Sensorial Module**- (Obj. 4.1, 4.2, and 4.3). Sensorial materials are designed to train the senses and are replete with mathematical and geometric concepts. Each apparatus is designed to help the child focus on a specific quality to be abstracted such as form, quantity, change, and distance. Sensorial lessons provide many opportunities for scientific vocabulary development. This module targets grades pre-K, pre-K/K, K/1, and 1.

4. **Mathematics Module** - Mathematics A and Mathematics B (Obj. 4.1, 4.2, and 4.3). These Montessori-based mathematics materials are organized so that the teaching of numeration comes first. The Mathematics Module materials for grades pre-K, pre-K/K, K, K/1, and 1 introduce students to number concepts relates to 1-10, teens, tens, sequencing and basic operations (with focus on addition and subtraction). Students are introduced also to the decimal system, linear intervals, odd/even numbers, and fractions. The Mathematics Module for grades 1/2, 2, 2/3, and 3, in addition to providing reinforcement on the concepts introduced in grades pre-K to 1, also focuses on multiplication, division, fractions, algebra, and geometry. For training purposes, both math for pre-K, K, and grade 1 and math for grades 1, 2, and 3, have two sections; Mathematics A refers to the first part of training (three days) and Mathematics B refers to the second part of training (three days).

5. **Cultural Studies A**- (Obj. 3.1). These activities include a variety of materials such as puzzle maps, control maps, labels, and landforms designed to develop concepts related to geography. Through sensorial exploration the students learn to integrate the physical characteristics of the land and water; understand how human affairs, past and present, impact the students; become aware of human dependency on, as well as the responsibility for, the habitat we share with other life forms. This module targets grades 1/2, 2, 2/3, and 3.

FO/D is a dual language science/mathematics program, based on Dr. Ed De Avila's research on neo-Piagetian development that uses cooperative learning for hands-on problem solving (Obj. 4.1, 4.2, and 4.3). FO/D is appropriate for the DLP since it is an integrated educational approach for the instruction of students from diverse cultural, academic, and linguistic backgrounds. FO/D is used principally in grades 2, 3, 4, 5, and 6.

Several teachers in the district are trained and/or familiar with ADAPTA and FO/D. However, the DLP is the only district program to use both instructional methods in a schoolwide setting to promote dual language instruction. The DLP has chosen to follow the 90/10 model for language development. The model distributes instructional time on a percent basis beginning with 90% in the first language (L1) and 10% in the second language (L2) in grade pre-K and one. The percent of time is modified gradually through the school grades, and increases to 50% in L1 and 50% in L2 by grades four through six.

The DLP instructional curriculum is aligned with the district's and the state's content standards and performance expectations. The curriculum DLP students receive is equivalent to the curriculum received by students in the same grade at other district schools. Curriculum and schedules are developed such that academic subjects are taught using materials appropriate for that grade level, and are appropriate for both the language majority and the language minority student.

PROGRAM MANAGEMENT AND EFFECTIVENESS OF PROGRAM MANAGEMENT

The two schools are moving toward systemic reform and are schoolwide Title I programs. Site-based management and parent involvement are utilized at all phases of program planning and implementation. Sánchez practices inclusion for both the special education and the gifted students. Metz uses the resource teachers for these two groups and teaches content mastery.

The goals of the DLP are an integral part of the campus improvement plan (CIP) and the DLP action plan at both schools. In fact, the faculty and parents at each school have established priority areas of instructional goals. The DLP action plan is supported also by the Campus Advisory Council (CAC) at both campuses and the Parent Advisory Committee (PAC) for the overall DLP project. The CACs and the PAC contribute to instructional planning and the decision making process.

Hiring of staff for the program was done by the principals of both schools in conjunction with the district bilingual education coordinator. Program staff is supervised mainly by the Sánchez principal with input from the Metz principal. In addition, to increase their effectiveness, the program staff is evaluated annually using district policies and procedures. When necessary, the appropriate staff member is given recommendations to help improve his or her academic, interpersonal, or managerial skills.

Essential records are maintained on each campus. Both schools have access (read-only) to the district mainframe recordkeeping databases. Paper documentation is kept in a central location (in Sánchez) accessible to both principals and key personnel. The district evaluation staff and the DLP evaluation consultant have been instrumental in the development of data and/or flat files for mainframe recordkeeping and in training of the DLP secretary for data entry on a mainframe. In addition, the DLP staff have been provided hard copies of necessary assessment data files available on the mainframe.

Budget allocations and disbursements were planned and provided equally at both campuses. There was some delay in 1996 with release of funds for purchasing assessment materials that would arrive in time for the testing window assigned. This delay was due to the district switching to a new computerized accounting system. Otherwise, budget disbursement in 1995-96 was relatively uneventful; with seven percent (7%) of grant funds remaining unencumbered and allocated to the next funding year. For 1996-97, budget disbursement has been on-target.

Sánchez and Metz have strong administrative leadership, which has facilitated effective program management. In addition, Sánchez was included in the district's Title I Schoolwide Best Practices School Review. One reason for success was the strong leadership and the team-like approach to making an effective instructional program, in this case the Dual Language Program.

PROFESSIONAL DEVELOPMENT ACTIVITIES

In 1995-96, all pre-K, K, and first grade teachers completed three days of training on the ADAPTA-Language Module and three days on the ADAPTA-Practical Life Module with one hour (per teacher) of clinical observation/consultation with the consultant. Second and third grade and special education teachers also received three days of training on the ADAPTA-Mathematics A Module. To provide implementation models, pre-K through third grade teachers, who participated in the staff development, visited local schools using the ADAPTA materials. The program ensured consultants who provided the training were certified Montessori teachers and/or highly qualified individuals with recent classroom experience. The project staff provided input to the consultants to ensure that the training addressed teachers needs.

In 1996-97, pre-K, K, and first grade teachers also received three days training on the ADAPTA-Sensorial Module and one day of Second Language Acquisition theory. Second to sixth grade teachers received two days of training on Literacy and Second Language Acquisition.

Finally, all special area teachers (art, music, physical education, and library) collaborated with their counterparts at the DLP sister school to develop multicultural instruction units for the 1995-96 and 1996-97 school years. Table 9 lists the major professional (staff development) activities for 1995-96 and 1996-97.

Table 9: Staff Development Activities, 1995-97

Year	Teacher Grade	Type of Training	Length
1995-96	Pre-K, K, 1	ADAPTA- Language Module	3 days (18 hours)
	Pre-K, K, 1	ADAPTA- Practical Life Module	3 days (18 hours)
	2-6	Finding Out/Descubrimiento (FOD)	1 day (6 hours)
1996-97	Pre-K, K, 1	ADAPTA- Sensorial Module	3 days (18 hours)
	Pre-K, K, 1	Second Language Acquisition	1 day (6 hours)
	2-3	ADAPTA- Mathematics A	3 days (18 hours)
	2-6	Second Language Acquisition	1 day (6 hours)
	2-6	Literacy and Second Language Acquisition	1 day (6 hours)
	2-6	FO/D Training of Trainers (one staff member per grade level)	1 day (6 hours)

Table 10 shows that during 1995-97, DLP teaching and administrative staff participated in eleven conferences supporting dual language instruction. Of the eleven conferences, DLP staff presented at four: the Texas Association of Bilingual Educators (TABE), the Region 13 Chapter 1/Title I Conference, the Bilingual Educators Student Organization (BESO), and the Chilean Teacher's Exchange Program. All professional development activities are closely linked to the objectives of the grant.

BEST COPY AVAILABLE

Table 10: DLP Staff Participation in Conferences and Presentations, 1995-97

Type of Conference	Location	Date	Attended/ Presented	Staff Attending
Dual Language Network Conference	**Austin, TX**	**Jan. 1996**	**Attended**	**Project Specialist & Staff**
Improving America's Public Schools	St. Louis, MO	Sept. 1996	Attended	Project Specialist
Bilingual Educators Student Organization. (BESO)-University of Texas	Austin, TX	Oct. 1996	Presented	Project Specialist
Chilean Teacher's Exchange Program	Austin, TX	Oct. 1996	Presented-bilingual session	Project Specialist
Texas Association of Bilingual Educators (TABE)	Ft. Worth, TX	Nov. 1996	Presented-bilingual session	Project Specialist
Texas STAR Center-1st Dual Language Conference.	San Antonio, TX	Dec. 1996	Attended	Project Specialist & Staff
National Association of Bilingual Education (NABE)	Albuquerque, NM	Feb. 1997	Attended	Project Specialist & Staff
Central Texas Educators' Spring Conference, 1st Annual Bilingual/ESL. *Para Los Ninos*/For the Children	Austin, TX	April 1997	Attended	Project Specialist & Staff
Region 13 Chapter 1/Title 1 Parent Training Conference *El Que, El Porque, Y Cuando*	Austin, TX	April 1997	Presented-bilingual session	Project Specialist Metz Principal
Effective Language Acquisition by Stephen Krashen	Austin, TX	May 1997	Attended	Project Specialist & 3 teachers
Texas Parent Involvement Planning Meeting: STAR Center Demonstration Schools	Austin, TX	May 1997	Attended	Project Specialist, Sánchez Principal, Parent Trainer

To ensure support to staff at both campuses in the implementation of the ADAPTA, FO/D, and dual language instruction, the following resources have been developed.

- Training by experienced consultants as indicated in Table 9 and preceding narrative.
- Training manuals for the workshop participants to:
  - Record methods taught by the consultant for use by the teacher,
  - Develop teaching plans and strategies,
  - Record specific lesson sequence for teaching cognitive skills, and
  - Use program-specific manipulatives.
- A library of videotaped demonstrations for all lessons and materials for all ADAPTA modules taught. The modules are available for staff checkout.

BEST COPY AVAILABLE

- A library of resources on dual (two way) language instructional programs, organized by type, effectiveness, and geographic location. This information is kept on both campuses and is available for staff or parent checkout.
- The project resource teachers provided direct support to the staff by:
  - Teaching specific lessons in ADAPTA modules on teachers' request.
  - Preparing and setting up new manipulatives and other teaching materials.
  - Evaluating and giving teachers feedback on their use of the new materials and on ways to incorporate the materials more effectively into the curriculum.
  - Collaborating with grade-level teams on various planning efforts, i.e., scheduling and lesson planning.
  - Training parents on the use and preparation of the materials.

All professional development activities directly support the objectives of the grant.

The parents are an integral part of the DLP. The DLP Parent Advisory Council (PAC) has met at least six times (two times a semester) during 1995-97. Parents are also encouraged to participate in professional conferences. Two DLP parents, along with the project specialist, the two resource teachers, and two classroom teachers attended the Texas Association of Bilingual Educators (TABE) Conference in November 1996 at Ft. Worth, Texas. The parents later reported to the PAC what they had gained from TABE. Two other DLP parents, along with two administrators, and the two resource teachers, and two classroom teachers, attended the National Association of Bilingual Educators (NABE) Conference in February 1997 in Albuquerque, New Mexico. Parents had the opportunity to report to other parents on their participation to the PAC. All conferences attended support the objectives of the grant, but especially (Obj. 3.1, 3.2, and 3.3).

Table 11 shows the DLP parent training activities for 1996-97. Similar parent training activities were offered in 1995-96. Table 12 indicates the DLP cultural activities offered to parents and students to improve attitudes toward English and Spanish bilingualism (Obj. 3.1, 3.2, 3.3).

Table 11: DLP Parent Training Activities, 1996-97

Type of Training	No. of Sessions	No. of Participants	Location	Date
Self Esteem Development- *Cara y Corazon*	6	10	**Sánchez**	**Jan.-April 1997**
Parent to Parent- Padre a Padre (Drug Education – 8-part video)	16	13	Sánchez/Metz	Apr.-June 1997
Family Math	7	85	Sánchez	Sept.-Jan. 1997
Family Literacy	7	85	Sánchez	Feb.& May 1997
Family Math & Family Literacy	1	90	Metz	Feb.& May 1997
Parent/Child Computer Classes	8	35/120	Sánchez/Metz	Feb, June 1997
Introduction to ADAPTA for Parents	2	10	Sánchez/Metz	March 1997
Introduction to ESL for Older Students and Cooperative Learning and ESL	2	50	Sánchez/Metz	Feb. 1997

BEST COPY AVAILABLE

Table 12: DLP Cultural Activities for Parents, 1996-97

Type of Function	No. of Sessions	No. of Participants	Location	Date
Pan de los Muertos- Cooking Class	1	15	Metz	Nov. 1996
Dia de los Muertos- Parade	1	No count	Metz	Nov. 1996
Home Craft Classes	2	25	Metz	Dec. 1996
Tamale Making- Fund Raising	1	35	Metz	Dec. 1996
Dia de las Madres- Reception	1	12/90	Sánchez/Metz	May 1997
Grandparents' Day Luncheon	1	50	Sánchez	Sept. 1996
Dia de los Muertos Altar Observance Biographical study of George I. Sánchez	1	125	Sánchez	Nov.1996
Cinco de Mayo Heritage Celebration	1	50	Sánchez	May 1997

Thus, as can be seen from Tables 9, 10, 11, and 12, DLP teaching staff, administrative staff, and parents were given the opportunity to participate in professional development activities. The professional development activities were closely linked to increasing student learning. In addition, all professional development activities supported the objectives of the grant.

PROGRAM CONTEXT (CONTEXT INDICATORS)

The DLP shares planning with several programs including federal Title I/ Title I Migrant, Title II, Title IV, state, district, and city funds. In addition, collaborative relationships are ongoing with the following:

- the Charles A. Dana Research Center,
- the University of Texas College of Education,
- the STAR[4] Center at the Intercultural Development Research Association (IDRA),
- Americorps,
- business partners, and
- community organizations.

These collaborations promote teacher training, parent education, and provide for a stronger dual language instructional program.

Title I Migrant/Title I Part A - Helping Disadvantaged Children Meet High Standards. In 1995-96, funds from Title I (from Metz and Sánchez) were used to establish an emergent literature collection in English and Spanish for developing grade level reading skills in both languages. In 1996-97, Sánchez and Metz matched Title VII monies with Title I and district grants to create a dual language library of multi-level software (the Accelerated Reader Program) on site. The software is housed in the literacy centers at both schools and is available for teacher checkout. By collaborating with the efforts of the Title 1 program, which provides service for similar students, the DLP increased its' likelihood of delivering the best possible education to limited English proficiency students.

[4] STAR = Support for Texas Academic Renewal

BEST COPY AVAILABLE

Title II Part B - Dwight D. Eisenhower Professional Development. In 1995-96 and 1996-97, Title II funds at both DLP campuses were used to meet state standards and to plan science and language programs for DLP students. In 1996-97, Sánchez used Title II funds to purchase, for 14 teachers and the DLP specialist, Frameworks--a package that sensitizes teachers to language learning and language processes (writing, spelling, and reading). In 1996-97, Metz chose to use the Title II funds for teacher training; 15 teachers participated in workshops and conferences on AIMS, Math TAAS, Math TAASercise, and Archaeology. The DLP used the Title II supplemental financial assistance to ensure that DLP teachers, and, where appropriate, other staff and administrators, were given access to sustained and intense high-quality professional development that would have a positive impact on the teacher's performance in the classroom. The Title II training was aligned to the state's content and performance standards in the core academic subjects with a focus on science and mathematics.

Title IV - Safe and Drug Free Schools and Communities. The DLP coordinated with Title IV in 1995-96 and 1996-97 to provide a comprehensive drug and violence prevention program designed for all students and staff. DLP (Title VII) funds and Title IV funds purchased "Parent-to-Parent/Padre-a-Padre," a drug education training program with an eight-part videotape in both English and Spanish. Presentations involved the coordinated efforts of parents and community at both campuses.

Optional Extended Year Program (State funds). This funding authorized by the Texas Education Code (TEC) Section 29.082 is a state compensatory education allotment and provides for an optional extended-year program for students in grades K-8 to reduce and ultimately eliminate student retention. The DLP offered the extended year program at Sanchez for 30 days in July 1996 and July 1997, and at Metz as two 14-day intercessions in March 1996, 1997 and November 1996, to economically disadvantaged students in grades K-6 who were identified as not likely to be promoted to the next grade level.

District EXCEL Grants. These district discretionary funds were used to supplement Title VII funds for teacher training at both DLP schools. At Sánchez, the funds were used for curriculum alignment (staff training) and technology. At Metz, the EXCEL funds provided for a bilingual teacher to work with at-risk students. At Metz, the funds were also used to purchase big (oversize) books in both languages. Thus, the DLP ensured that EXCEL monies were used to maximize impact of the DLP program.

District Hold-Harmless Funds. These special district discretionary funds were received by both schools and were beneficial to the to the DLP in 1995-96 and 1996-97. At Sánchez, the funds were used to hire a bilingual counselor, a half-time technology teacher, and a half-time resource teacher in 1995-96, and to purchase materials and software in 1996-97. At Metz, in 1995-96 and 1996-97, the funds were used to supplement teacher supply accounts, for field trips, staff development, and library books. The DLP ensured that EXCEL funds worked collectively with Title VII to be mutually beneficial to the DLP students.

City Funds. City funds supplemented Title VII funds to provide some after-school classes, clubs and field trips, mostly bicultural and bilingual programs at both campuses. In particular, at Metz, the after-school class used the funds to purchase soil, fertilizers, netting, and caterpillars to create a butterfly garden that taught students about nature cycles and care of the environment. Metz used city funds for a Strategic Intervention for High-Risk Youth (SIHRY) program that targets sixth graders who meet specific criteria for being at-risk. SIHRY offers counseling, tutoring, and follow-up of the students through middle/junior high school.

PROGRAM RESPONSIBILITIES AND CONSEQUENCES

The DLP is implementing out the program that was funded in the grant proposal effective October 1995 (see pp. 1-2). As mentioned earlier, both campuses are actively involved in systemic reform and are working toward capacity building; and fostering the development of the Dual Language Program. The DLP attempts to strengthen the learning of the LEP, and linguistically and culturally diverse students at both campuses (see pp. 17-21).

The DLP is achieving the goals of IASA and demonstrating progress by:

- Offering comprehensive dual language instruction to students in grades pre-K to four (see pp. 15-16).
- Developing student oral proficiencies in English and Spanish (Obj. 1, see pp. 4-6);
- Developing grade-level appropriate literacy in English and Spanish (Obj. 2, see pp. 13-14);
- Changing the attitudes toward bilingualism of the students, parents, community and school (Obj. 3, see pp. 14-15); and
- Increasing student achievement levels in reading, language, and mathematics (Obj. 4, see pp. 6-13).

Sánchez was included in the district's 1995-96 Title I Best Practices Review for overall high student achievement and gains in student achievement. For example, the percent passing TAAS is higher than district and state percentages in both reading and writing. In addition, Sánchez was chosen as a STAR Center Demonstration School, and thus will become a state Parent Involvement Training site in fall 1997.

Metz is continuing its successful multi-age grouping which focuses on the development and not on the grade level of the student. With multi-age groupings, the student stays with the teacher for two years, which increases the development of student-teacher bonding and parent-teacher interaction. Metz was featured in the television news for its Adopt-A-Pilot Program, sponsored by Southwest Airlines. An airline pilot visited with the students and the children subsequently follow the pilot's itinerary on a map. The Adopt-A-Pilot Program enhances the students' geography, and spatial direction skills, and expands their career choices.

OTHER EVALUATION INFORMATION

Effective August 1997, the district Board of Trustees adjusted the Sánchez and Metz attendance boundaries, adding a total of 272 new students to the project in grades pre-K to 3. These new students, coming from Linder Elementary school will be permitted to remain at Sánchez and Metz until the end of their sixth grade year.

Because this influx of new students, especially in the upper grades, will greatly impact the Dual Language Project, the DLP staff has requested additional funding from the Department of Education for:

- Eleven new classrooms needing to be furnished with necessary program training materials (ADAPTA, FO/D, internet connections),
- Inservice training for the additional teachers in ADAPTA and FO/D instructional approaches, and,
- Additional testing needed (oral proficiency, literacy, and academic achievement tests). This would include purchasing additional test materials, hiring bilingual testers, training the testers, and extending the testing window.

The request for additional funding will allow the Linder Elementary cohort to have similar experiences as the original project population, even though they began during the third year. Incorporating the new students departs from the original intent of the grant. In order to provide for the successful

BEST COPY AVAILABLE

transition of the new students from a traditional instructional program to a dual language (two-way) instructional program, the Dual Language Program has implemented an action plan involving teachers, parents, and community members. The success of the action plan transitioning the new students into the DLP will be shared in the project coordinator's annual performance report in June 1998.

REFERENCE LIST

Curry, J., Griffith, J., Washington, W. (1996). Title I Best Practices Review 1995-96. (DPE Publication 95.06). Austin, TX: Austin Independent School District, Department of Performance Audit and Evaluation.

Duncan, S. E., & De Avila, E. A. (1986). Scoring and Interpretation Manual for Pre-LAS Espanol. 2nd ed. Monterey, CA: CTB/McGraw-Hill.

Dunn, L. M., & Dunn, L. M. (1981). Peabody Picture Vocabulary Test--Revised (PPVT-R): Examiner's Manual. 3rd ed. Circle Pines, MN: American Guidance Service.

Dunn, L. M., Padilla, E. R., Lugo, D. E., Dunn, L. M. (1986). Test de Vocabulario en Imagenes Peabody (TVIP): Examiner's Manual. Circle Pines, MN: American Guidance Service.

Ernest, H. M., Gonzalez, R. M. (1996). Dual Language Project: Title VII First-Year Evaluation Report, 1995-96. (OPE Publication 95.05). Austin, TX: Austin Independent School District, Office of Program Evaluation.

Gonzalez, R.M. (1997). Bilingual/ESL Programs Evaluation, 1996-97. (OPE Publication 96.02). Austin, TX: Austin Independent School District, Office of Program Evaluation.

Improving America's Schools Act (IASA) (Goals 2000). (1994). Public Law 103-382. 103d Congress.

OBEMLA Benchmark Study of Title VII Comprehensive School Grants, Year 2 Update. Sánchez Elementary School. (1997a, April). Unpublished survey.

OBEMLA Benchmark Study of Title VII Comprehensive School Grants, Year 2 Update. Metz Elementary School. (1997b, April). Unpublished survey.

Munn, R. L. (1996, June). Dual Language Project: Annual Performance Report, 1995-96 for the Office of Bilingual Education and Minority Language Affairs (OBEMLA). Austin, TX: Austin Independent School District, Dual Language Project. Unpublished report.

Munn, R. L. (1997, June). Dual Language Project: Annual Performance Report, 1996-97 for the Office of Bilingual Education and Minority Language Affairs (OBEMLA). Austin, TX: Austin Independent School District, Dual Language Project. Unpublished report.

Wilkinson, D., and Gonzalez, R. M. (1995). Bilingual/ESL programs evaluation 1994-95. (A & E Publication 94.05). Austin, TX: Austin Independent School District, Department of Performance Audit and Evaluation.

Austin Independent School District

Department of Accountability, Student Services, and Research

Dr. Mel D. Coleman, Executive Director

Office of Program Evaluation

Dr. Holly Williams, Assistant Director

Evaluator

Ralph Smith, M. Ed.

Authors:

Harishini M. Ernest, Evaluation Consultant
Rosa Maria Gonzalez, Evaluation Associate

Contributing Staff:

Veda Raju, Programmer/Analyst
Julia Griffith, Evaluation Associate
Ruth Fairchild, Secretary

Board of Trustees

Kathy Rider, President
Jerry Carlson, Vice President
Liz Hartman, Secretary

Tom Agnor
Rudy Montoya
Loretta Edelen
Melissa Knippa
Geoff Rips
Ted Whatley

Superintendent of Schools

Dr. James H. Fox, Jr.

Publication Number 96.08

December 1997

BEST COPY AVAILABLE